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ABSTRACT

Questionnaires on media usage in the classroom (containing 166 short answer items and eliciting five brief written responses) were answered by 201 Arizona English teachers who were selected by their department chairmen as being good teachers. Multiple choice questions probed such areas as teacher attitudes toward use of media, present use of media instruction, school availability of audiovisual tools, and extent of teacher-produced materials. Other items elicited information on the teacher's relationship to the person in charge of audiovisual facilities, teacher acquaintance with the school's audiovisual facilities, types of teacher-produced media materials, and teacher opinion on the place of non-print media in English classes. Some findings of the survey were that (1) less than one-fourth of the respondents had taken audiovisual courses as undergraduates, (2) teachers desired to learn more about the equipment which they were already using, (3) teachers seldom or never used media as a means of individualizing instruction, and (4) the only tool in nearly every classroom was the bulletin board, although such aids as tape recorders and overhead projectors were listed as generally available. (Selected responses and implications drawn from the survey comprise the bulk of the report.) (MF)

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USES, NON-USES, MIS-USES, ABUSES -- MEDIA IN ARIZONA ENGLISH CLASSES: A SURVEY

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During the past twenty years, American education has been in a nearly constant state of foment and ferment, of discovery and development. Historians may someday wish to argue whether the impetus for this violent activity stemmed from Skinner's pigeons, or from Sputnik, or the re-discovery of John Dewey, or Admiral Rickover, or Bloom's TAXONOMY, or whatever. We clearly have not reached the millennium, witness the legitimate criticisms of Edgar Friedenberg and John Holt and Paul Goodman and Herbert Kohl. But the fact remains that the period 1948-1968 saw incredible changes in curricula, in philosophies of education, in materials and methods used by teachers, in the education of the gifted and the disadvantaged, and in the attitudes of both teachers and laymen.

The general change in American education during the last twenty years parallels the growth of audio-visual aids and materials and techniques. From the small trickle of teacher use of media in 1948, we now see a flood, with teachers using the tape recorder, the record player, the slide projector, the motion picture projector. Some advanced schools have moved to even more sophisticated use of media with dial access systems, computers, multi-media teaching, and closed circuit television. Many schools have moved to an increasing use of commercial material to enhance the quality of teaching. Silberman's article, "Technology Is Knocking at the Schoolhouse Door," in FORTUNE (August, 1966), though sophisticated in content seems almost quaint in tone and title. Technology is no longer knocking at the door; in many schools it is safely inside the classrooms. The impact of Marshall McLuhan has been great indeed. The two journals of the Department of Audio-Visual Instruction (AV COMMUNICATIONS REVIEW and AUDIOVISUAL INSTRUCTION) have been increasingly read by people in all branches of education. The bibliographies in Taylor and Williams' INSTRUCTIONAL MEDIA AND CREATIVITY (NY: Wiley, 1966), Skinner's THE TECHNOLOGY OF TEACHING (NY: Appleton, 1968), and the April, 1968 issue of REVIEW OF EDUCATIONAL RESEARCH indicate the growing interest in and the developing research about the use of media in the secondary schools. Though the April, 1968 REVIEW OF EDUCATIONAL RESEARCH clearly reveals growing interest, it just as clearly reveals a growing concern for the use of media in education. Citing Saettler's 1968 historical study (A HISTORY OF INSTRUCTIONAL TECHNOLOGY, NY: McGraw-Hill, 1968), the author of the first article (Paul Saettler, "Design and Selection Factors") notes that "despite this long tradition, media research has had little relevance to instructional design". A later article (Jack V. Edling, "Educational Objectives and Educational Media") notes that

> The last five years of media research (1962-67) have been productive. In general they demonstrate that what media technologists 'knew' five years ago with some degree of certainty is not so certain any more. And yet, those same technologists can proceed today with more certainty in the development of educational media and 'know' that it is within their capability to develop products that can be demonstrated to be more effective and efficient than present and traditional methods.

Media in the classroom is clearly here to stay. Its value depends upon the imaginative and creative direction and use by the well-trained teacher, but media is accessible and it is real. Perhaps even more important, media is an ever-present part of our contemporary world, and it is that facet that makes it so attractive to young people. Teachers may not like the use of media and they may

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continue to ignore it, but students will know full well that such teachers are not a part of the real world and students will continue to ignore such teachers. Father Walter J. Ong noted that "For modern oral man, like early oral man, lives in a world of happenings rather than in the more exclusively cause-and-effect world favored by writing and print". (THE PRESENCE OF THE WORD, New Haven: Yale University Press, 1967, p. 67).

Despite the growth of media as an educational aid, English teachers have generally been reluctant either to teach about media or to teach with media. Though they usually pride themselves on their modern attitudes and though they will study and try new ideas and methods and materials with enthusiasm, English teachers have often been reluctant to consider the obvious application and almost unlimited value of media aids and techniques and materials to the teaching of literature and language and composition. Here, English teachers have sometimes been dragged, kicking and screaming, into the Twentieth Century.

At least five possible explanations can be offered for this indifference or dislike. First, English teachers may have a natural but mistaken fear that machines will replace them, though the aim of media is not to replace the teacher, but instead to aid the teacher. Second, English teachers fear working with the unknown and appearing inept or stupid. They do not know how to use the machines, and consequently they can hardly learn the values and limitations of the machines, and the materials. Perhaps, some English teachers believe that if the machines are not used they will go away. This basic lack of knowledge clearly breeds misunderstanding and that, in turn, often breeds contempt. Third, English teachers often have little contact with the AV director in the schools, partly because they seldom seek him out, partly because he is the product of many education courses and seldom do the twain of English and education meet. Fourth, English teachers often ignore media since they lack acquaintance with other English teachers who use media. Few college instructors teach with media, and the lack of experience and exposure leads inevitably to the feeling that good teachers simply do not use media or, at the very least, that good teachers do not need media. After all, English teachers do often teach as they were taught. Fifth, English teachers have a natural fear of the anti-intellectualism of using material other than books. Books are not merely the tools of the English teacher, they are likely the reason he went into English teaching in the first place. A misreading of Marshall McLuhan's work could easily lead to the notion that McLuhan is advocating media to the exclusion of printed matter. The English teacher is likely to say that books are not just the transmittal of our heritage to the present generation, they are also a transmittal of a view or vision of our society to members of that society. The too-fanatical exponents of media to the contrary, books retain and probably will continue to retain a high level of impact to both the immature and the mature. But if some ardent McLuhanites have exaggerated the claims of media and the death of books, English teachers have sometimes too fervently proclaimed the liveliness of books and the consequent disdain of machines. But one can have both books and machines; they complement each other; they are not mutually exclusive entities, one to be praised, one to be damned.

But the problem of media and the English teacher will not be solved when English teachers finally learn to operate machines and to select commercial material. The basic problem is the lack of sophistication in media use in the English classroom. English teachers need to learn how to operate machines, how to evaluate and select good materials presently available, and, most important, how to create media materials for a specific situation in a specific class. If English teachers are limited to the commercial material available, they hamstring their use of media,

for much commercial is outdated or in poor condition or inappropriate to the real class the teacher has. If it follows that the good and professional English teacher should use the most exciting material available, it should follow that the good and professional English teacher will create materials not otherwise available. English teachers sometimes use the tape recorder or the slide projector or the overhead projector, but they too readily seize upon commercial materials or they develop relatively unsophisticated materials. Any English teacher ought to be able to make simple transparencies, but he ought also to be able to make color lifts and overlays of a highly sophisticated variety. An English teacher ought to use both slides and tapes to develop a sound multi-media approach employing both tapes and slides and other media, where applicable. If some English teachers do not use media at all, other English teachers use it so badly that they win no adherents to the cause of media. In many ways, the under-use or the mis-use of media is more damaging than the lack of use.

Unfortunately, the English teacher has little reading material available to discover the possibilities of media of all kinds in the English classroom. Outside of that most excellent and readable journal MEDIA AND METHODS which always is exciting and an occasional article in the ENGLISH JOURNAL and just a very few books (Edmund Farrell's ENGLISH, EDUCATION, AND THE ELECTRONICS REVOLUTION, Marion Sheridan's THE MOTION PICTURE AND THE TEACHING OF ENGLISH, Neil Postman's TELEVISION AND THE TEACHING OF ENGLISH, Sister Bede Sullivan's MOVIES: UNIVERSAL LANGUAGE--FILM STUDY IN HIGH SCHOOL, and two fine books by David Mallery, THE SCHOOL AND THE ART OF MOTION PICTURES (revised edition, 1966) and FILM IN THE LIFE OF THE SCHOOL), the English teacher has few places to turn to discover what media can do for the English teacher. Some depressing evidence of the lack of use of media in the English classroom is provided by the 1966 study of James Squire and Roger Applebee entitled A STUDY OF ENGLISH PROGRAMS IN SELECTED HIGH SCHOOLS WHICH CONSISTENTLY EDUCATE OUTSTANDING STUDENTS IN ENGLISH (a study supported by the Cooperative Research Program of the Office of Education) and re-titled HIGH SCHOOL ENGLISH INSTRUCTION TODAY for its 1968 commercial publication. This study of 116 schools which consistently produced winners of the Achievement Awards Program of the NCTE clearly dealt with schools which were exceptional by definition. With this bias toward the interesting and different kind of program in English teaching that such exceptional schools would be expected to offer, the reader might assume that there would be many innovative practices reported, particularly about the wide use of media. Though the use of media or its availability was not reported as either a strength or weakness of any English department, it did not figure prominently in the content or the methods of English teachers in any of the schools. Out of a total of 33,580 observed minutes of classroom teaching, only 424 (or 1.3%) minutes were given to the study of any phase of mass media. The use of media as method was only slightly higher, 1.6%, though recitation was observed 22.2% of the time, lecture 21.2%, and discussion 19.5%. As Squire and Applebee noted in their original report to the USOE (p. 109),

> Perhaps the most startling disclosure is the virtual rejection by English teachers of audio-visual aids. Some of the possible reasons for the absence of projectors, record players, and tape recorders is related to their lack of availability. . . The findings seem to make clear that, in spite of imaginative and productive use of such aids by an occasional individual teacher, most high school English teachers do not consider such aids to be essential.

With all this as justification for the use of media in the English classroom and with no published knowledge about the real use of media by English teachers, I

determined to do a survey of the use of media in Arizona English classes. On approximately August 10, 1969, I mailed or delivered a number of questionnaires concerning the use of media to 65 Arizona schools. The total number of questionnaires sent out was 300. Of the 65 schools (20 had enrollments of more than 2000 students; 13, more than 1000; 12, more than 500 students; and 20, less than 500 students) contacted, 50 schools responded. Of the 300 questionnaires sent out, 201 were returned either completed or with some responses, a response percentage of 67%. The questionnaires were sent originally to the Department Chairman with instructions to him asking that he distribute the questionnaires to what he might consider good English teachers. On the supposition that the Department Chairmen did indeed distribute the surveys to better-than-average English teachers and that these English teachers did take their work seriously, the bias in the material that follows is clear--the responses are more likely to be from experienced English teachers who likely have had greater opportunity to use media and to determine its strengths and limitations and who likely have read more about the use of media than the average English teacher.

The questionnaire asked teachers to react to and check their ideas about 166 items and to write briefly on five other items. The questionnaire was long, the tolerance of most English teachers was admirable, and the number of unhappy comments was low. For the time and effort of so many English teachers, I am grateful.

DATA FROM THE SURVEY: Much has been written, pro and con, about the value of the questionnaire as an educational tool. It is sometimes the easiest way, rather than the best way, of gathering information; the sample taken may be small or unreliable or biased (the method of distribution mentioned above would presumably lead to a report much more biased toward the use of media than would be likely in a randomized sample); items on the questionnaire seem deceptively easy to construct (which may lead to ambiguous responses or expected responses or no responses); and the investigator must assume the truth of all responses intuitively, since he has no way of checking them empirically. With all the disadvantages and limitations of the questionnaire, it has served well in education, and the number of respondents who completed all or nearly all the items suggests that the data may have some value and may be trusted. Below are the data most easily given in figures:

1. Number of schools sent questionnaires: 65
   (20 schools with enrollments exceeding 2,000;
   13 schools with enrollments between 1,000 and 2,000;
   12 schools with enrollments between 500 and 1,000;
   20 schools with enrollments less than 500)
2. Number of schools responding: 50
   (18 schools with enrollments exceeding 2,000;
   10 schools with enrollments between 1,000 and 2,000;
   9 schools with enrollments between 500 and 1,000;
   13 schools with enrollments less than 500)
3. Number of individual teachers sent questionnaires: 300
4. Number of individual teachers (N = 300) responding: 201 (67%)
5. Number of teachers responding who took an Audio-Visual course as an undergraduate:
   Yes = 44 (23%); No = 145 (77%)
   (The reader will note that only 189 people responded to this item. Although 201 people responded in some part or for all the questionnaire items, the total response for any one item was never greater than 190.)

6. Number of teachers who had taken an Audio-Visual course as an undergraduate and their indication of the worth of that course (or those courses):
   The course (courses), of great value: 4
   The course (courses), of some value: 22
   The course (courses), of very limited value: 15
   The course (courses), of no value: 3
7. Number of teachers responding who took an Audio-Visual course as a graduate student:
   Yes = 55 (29%); No = 135 (71%)
8. Number of teachers who had taken an Audio-Visual course as a graduate student and their indication of the worth of that course (or those courses):
   The course (courses), of great value: 20
   The course (courses), of some value: 23
   The course (courses), of very limited value: 7
   The course (courses), of no value: 4

Eight of the questionnaire items asked teachers to rate their need for help in using some phase of Audio-Visual instruction on a scale from A (representing low need) to E (representing high need). The items and the responses are given below:

9. "Suggestions for appropriate media materials for your classes." N = 185
   A 14 (7%); B 22 (11%); C 64 (35%); D 39 (22%); E 46 (25%)
10. "Instruction or help in operating classroom AV equipment." N = 186
   A 52 (28%); B 34 (18%); C 40 (22%); D 28 (15%); E 32 (17%)
11. "Suggestions on ways of using available AV equipment." N = 181
   A 15 (8%); B 27 (15%); C 63 (35%); D 44 (25%); E 32 (17%)
12. "Information about new AV equipment and materials." N = 186
   A 9 (5%); B 12 (6%); C 52 (28%); D 46 (25%); E 67 (36%)
13. "Help in ordering and procuring equipment and materials." N = 185
   A 40 (22%); B 23 (13%); C 51 (28%); D 38 (20%); E 33 (17%)
14. "Help in repairing and maintaining equipment." N = 185
   A 84 (45%); B 18 (10%); C 21 (11%); D 13 (7%); E 49 (27%)
15. "Classifying and storing AV equipment and materials." N = 185
   A 94 (51%); B 22 (12%); C 32 (17%); D 20 (11%); E 17 (9%)
16. "Local (your class) production of media materials." N = 185
   A 29 (16%); B 21 (11%); C 47 (25%); D 29 (16%); E 59 (32%)

Twenty-one items asked teachers to indicate their attitudes toward the use of media in their English classrooms, using a scale from A (representing low degree of agreement with the statements) to E (representing high degree of agreement).

17. "I do not have enough time to preview commercially prepared media materials." N = 190
   A 19 (10%); B 14 (7%); C 38 (20%); D 55 (29%); E 64 (34%)
18. "I find it difficult to bring AV materials into my planning for my English classes." N = 189
   A 62 (33%); B 32 (17%); C 47 (25%); D 34 (18%); E 14 (7%)
19. "I do not have enough time to prepare AV materials for my English classes." N = 187
   A 19 (10%); B 20 (10%); C 50 (27%); D 39 (21%); E 59 (32%)
20. "I don't have enough information to know what AV materials are appropriate for use in my English classes." N = 187
   A 34 (18%); B 33 (18%); C 63 (34%); D 30 (16%); E 27 (14%)
21. "My English classrooms are not set up to use AV materials." N = 188
   A 72 (38%); B 30 (15%); C 46 (25%); D 16 (9%); E 24 (13%)

22. "I feel the AV equipment is much too difficult to operate." N = 184
A 101 (55%); B 35 (19%); C 34 (19%); D 6 (3%); E 8 (4%)
23. "I feel much of our AV equipment is dated or obsolete." N = 183
A 74 (40%); B 33 (18%); C 45 (25%); D 13 (7%); E 18 (10%)
24. "There are very few good commercial AV materials in the area of English." N = 182
A 39 (21%); B 27 (15%); C 61 (34%); D 26 (14%); E 29 (16%)
25. "I feel there is too much 'red tape' in ordering AV materials and equipment in our school." N = 186
A 52 (28%); B 22 (12%); C 52 (28%); D 25 (13%); E 35 (19%)
26. "Our AV man is technically well qualified to create media materials for use in my English classes." N = 173
A 40 (23%); B 19 (11%); C 40 (23%); D 19 (11%); E 55 (32%)
27. "Our AV man has established a good working relationship with our English department." N = 173
A 34 (20%); B 18 (11%); C 44 (25%); D 21 (12%); E 56 (32%)
28. "Our AV man is happy to show his AV facilities to any English teacher who cares to ask him." N = 172
A 24 (14%); B 9 (5%); C 28 (16%); D 29 (17%); E 82 (48%)
29. "Our AV man has indicated his willingness to help English teachers prepare media materials for their classes." N = 167
A 42 (25%); B 18 (11%); C 27 (16%); D 22 (13%); E 58 (35%)
30. "Our AV lab is well stocked with equipment and supplies." N = 183
A 31 (17%); B 22 (12%); C 58 (31%); D 34 (18%); E 38 (22%)
31. "I hope to use more media materials in my English teaching during the coming school year." N = 184
A 13 (7%); B 9 (5%); C 35 (19%); D 50 (27%); E 77 (42%)
32. "I believe that our AV man keeps up-to-date on new ideas and new AV equipment." N = 170
A 20 (12%); B 11 (6%); C 45 (26%); D 27 (16%); E 67 (40%)
33. "I feel I would have the freedom to use the AV facilities without our AV man objecting." N = 175
A 29 (17%); B 6 (3%); C 21 (12%); D 25 (14%); E 94 (54%)
34. "My students look upon AV materials as 'entertainment', not 'instruction'." N = 185
A 29 (15%); B 37 (20%); C 73 (39%); D 34 (18%); E 12 (8%)
35. "AV materials are too expensive for the results they give in the English class." N = 183
A 71 (39%); B 44 (24%); C 41 (22%); D 17 (9%); E 10 (6%)
36. "AV equipment or materials are usually not available when I want them for my English class." N = 187
A 52 (28%); B 38 (20%); C 51 (27%); D 25 (13%); E 21 (12%)
37. "There are too many difficulties in using AV materials in my school." N = 187
A 56 (30%); B 36 (19%); C 59 (32%); D 25 (13%); E 11 (6%)

Seven items asked teachers to indicate the extent to which they presently use media equipment or materials for the following purposes, using the key that follows:
A = very often B = sometimes C = seldom D = never
38. "To motivate students to learn more about English." N = 188
A 44 (23%); B 107 (57%); C 25 (13%); D 12 (7%)
39. "As enrichment or supplemental materials." N = 189
A 77 (41%); B 95 (50%); C 13 (7%); D 4 (2%)

40. "As review of material presented in the text or in classroom discussion." N = 187
A 27 (14%); B 72 (39%); C 62 (33%); D 26 (14%)
41. "To present new material." N = 189
A 62 (33%); B 89 (48%); C 32 (17%); D 6 (2%)
42. "To provide general background for a unit of study." N = 185
A 59 (32%); B 89 (48%); C 27 (15%); D 10 (5%)
43. "To individualize classroom instruction." N = 180
A 19 (11%); B 31 (17%); C 71 (39%); D 59 (33%)
44. "To record student activities for later use or evaluation (e.g., a student reading of poetry could be recorded and evaluated or used later with a different class)." N = 183
A 15 (8%); B 39 (21%); C 47 (26%); D 82 (45%)

The next section of the questionnaire asked teachers to indicate the availability of some AV tools, using the following key:

A = Is not presently available in my school, as far as I know.
B = Presently available in limited quantity.
C = Generally available.
D = Abundantly available.
E = Available in every classroom.

The tools apparently most commonly available in Arizona schools were those in which the largest percentages fell from C (Generally available) to E (Available in every classroom). They were

Phonograph (C 49%; D 30%)
Tape Recorder (C 45%; D 28%)
Slide Projector (C 50%)
Filmstrip Projector (C 58%)
Overhead Projector (C 35%; D 27%)
16mm Motion Picture Projector (C 51%)
Manual or Electric Typewriter (C 43%; D 29%)
Bulletin Boards (E 71%)

The following AV tools were less commonly found in Arizona schools:

Opaque Projector (B 42%; C 42%)
Equipment to make Black-and-White Transparencies (B 27%; C 33%)
Equipment to make Color-Lift Transparencies (A 39%; B 29%; C 24%)
Equipment to Laminate Pictures (A 43%; B 22%; C 24%)
Primary Typewriter (A 39%; B 33%)
Equipment to Develop Pictures (A 47%; B 32%)
Commercial (or Teacher-Made) Slides (A 30%; B 33%; C 26%)
Still Pictures (study prints) (A 29%; B 27%; C 28%)

The following AV tools are apparently rarely found in Arizona schools since at least 50% of the English teachers responding indicated either that the tool was not available in their schools or that they did not know what the tool was (this latter ignorance was especially obvious with tools like the 8mm Cartridge Projector, Graphics Equipment, Equipment to make Diazo Transparencies, the Drymount Press, the Dial-Access System, or Listening Stands or Listening Centers):

Radio (A 58%)
TV (for commercial programs) (A 50%; B 29%)
TV (closed-circuit) (A 68%)
Video-Tape Equipment (A 53%; B 28%)
8mm Cartridge Projector (A 66%)
8mm Silent Projector (A 68%)
8mm Sound Projector (A 52%)
35mm Motion Picture Projector (A 71%)
Graphics Equipment (A 64%)
Lettering Set (A 63%)
Equipment to make Diazo Transparencies (A 66%)
Drymount Press (A 63%)
8mm Motion Picture Camera (A 76%)
16mm Motion Picture Camera (A 73%)

Still Camera (for pictures or slides) (A 50%; B 29%)
Copying Stand for Camera (A 75%)
Slide-Mounting Equipment (A 58%; B 24%)
Dial-Access System (A 96%)
Listening Stands or Centers (A 52%; B 25%)
Microfilm Reader (A 56%; B 21%; C 20%)
Computer (A 82%)
Slide-Tape Materials (A 48%; B 23%)

The next section asked the English teachers to indicate the extent to which they were presently using the AV tools listed in the section above, using the following key:
A = Never use; B = Use very little; C = Use sometimes; D = Use fairly often; E = Use quite frequently.

The tools Arizona English teachers apparently use most often are these:
Phonograph (C 33%; D 32%; E 25%)
Tape Recorder (C 35%)
Filmstrip Projector (C 33%; D 21%)
Overhead Projector (C 30%)
16mm Motion Picture Projector (C 34%)
Manual or Electric Typewriter (E 62%)
Bulletin Boards (E 65%)

These tools were less commonly used:
Slide Projector (A 36%; B 23%; C 27%)
Opaque Projector (A 37%; B 32%; C 23%)
Still Pictures (A 40%; B 12%; C 26%)
Slides (A 44%; B 21%; C 24%)

The following AV tools are apparently rarely used by Arizona English teachers (presumably because the equipment is simply not found in their schools or because the teachers have not been trained to use them):
Radio (A 75%)
TV (for commercial programs) (A 70%)
TV (closed-circuit) (A 85%)
Video-Tape Equipment (A 80%)
8mm Cartridge Projector (A 92%)
8mm Silent Projector (A 93%)
8mm Sound Projector (A 86%)
35mm Motion Picture Projector (A 86%)
Graphics Equipment (A 88%)
Lettering Set (A 83%)
Equipment to make Color-Lift Transparencies (A 83%)
Equipment to make Diazo Transparencies (A 93%)
Equipment to make Black-and-White Transparencies (A 59%)
Equipment to Laminate Pictures (A 76%)
Primary Typewriter (A 67%)
Drymount Press (A 85%)
8mm Motion Picture Camera (A 93%)
16mm Motion Picture Camera (A 92%)
Still Camera (A 75%)
Copying Stand for Camera (A 96%)
Slide-Mounting Equipment (A 94%)
Equipment to Develop Pictures (A 97%)
Dial-Access System (A 99%)
Listening Stands or Centers (A 81%)
Microfilm Reader (A 78%)
Computer (A 96%)
Slide-Tape Materials (A 67%)

The next section asked English teachers to indicate the extent to which they were presently producing teaching materials to be used with certain AV tools, using the following key: A = Never produce; B = Very seldom produce; C = Sometimes produce; D = Fairly often produce; E = Quite frequently produce.

The only two tools for which materials were produced with any frequency were the Bulletin Board (D 20%; E 51%) and the Tape Recorder (C 33%). The only other tool

for which materials were produced in any noticeable amount was the Overhead Projector (A 36%; B 14%; C 22%). The other AV tools and the degrees to which they were not used follows:

Slide Projector (A 66%)
Filmstrip Projector (A 89%)
Opaque Projector (A 56%)
Radio (A 90%)
TV (closed-circuit) (A 92%)
8mm Cartridge Projector (A 97%)
8mm Silent Projector (A 95%)
8mm Sound Projector (A 95%)
16mm Motion Picture Projector (A 93%)
Still Pictures (study prints) (A 54%)
Computer (A 97%)
Dial-Access System (A 98%)

The last section of the questionnaire which could be answered by checking a letter concerned the extent to which English teachers would like to learn something about the production and use of materials for a number of AV tools, using the following key:

A = I have no desire to learn anything about this AV tool.
B = I would like to learn just a little about this AV tool.
C = I would like to learn quite a bit about this AV tool.
D = I would like to learn a great deal about this AV tool.

The following tools were those for which teachers indicated no enthusiasm for any instruction (although, as the reader will recognize, many of these tools are unknown or unused by these English teachers):

Radio (A 41%; B 23%)
8mm Cartridge Projector (A 35%)
8mm Silent Projector (A 40%)
8mm Sound Projector (A 34%)

There was limited enthusiasm for learning about the following:

Filmstrip Projector (B 28%; C 24%)
Opaque Projector (B 26%; C 28%)
Graphics Equipment (A 24%; B 27%; C 20%; D 29%)
Lettering Set (A 26%; B 20%; C 19%; D 25%)
Phonograph (A 29%; B 22%; C 22%; D 27%)
Drymount Press (A 31%; B 23%; C 23%; D 23%)
Dial-Access System (A 43%; B 17%; C 17%; D 23%)
Computer (A 44%; D 25%)
Still Pictures (A 23%; B 25%; C 24%; D 28%)

The only tools for which English teachers revealed any enthusiasm (and much of that was guarded or limited) were the following:

Tape Recorder (C 32%; D 40%)
Slide Projector (D 31%)
Overhead Projector (C 30%; D 44%)
TV (closed-circuit) (D 46%)
Video-Tape Equipment (D 47%)
Bulletin Boards (D 43%)
16mm Motion Picture Projector (C 26%; D 31%)
Equipment to make Color-Lift Transparencies (D 41%)
Equipment to make Diazo Transparencies (D 38%)
Equipment to make Black-and-White Transparencies (C 31%; D 37%)
Equipment to Laminate Pictures (C 25%; D 31%)

The following brief answers summarize the non-numerical responses to five open-ended questions. A quotation followed by a number indicates only that several respondents answered in a similar manner, not that they used precisely the same words. Teachers often gave more than one answer.

1. What are the major problems you have encountered, if any, in working with your AV man (in ordering films, producing materials, previewing commercial materials, etc.)?

"None." -- 27
"My AV man is very helpful and cooperative." -- 20
"He is helpful but doesn't follow through in preparing student assistants who can take over in a crisis." -- 5
"He doesn't have time to produce or preview materials." -- 16
"The few AV materials we have are limited in number. Teachers sign up for them weeks in advance." -- 26
"Scheduling problems get in the way and cause many English teachers inconvenience. This is especially true in renting films." -- 58
"There is a lack of communication between our AV man and the English teachers. He causes problems and does us little good." -- 14
"It's hard in our school to figure out how to get ahold of AV materials. Most of us finally give up and don't use anything from the AV department." -- 4
"The biggest problem we have is getting films which will work with our teaching units. We are told that we must make our film list early if we hope to get the film. This is not facing the reality of teaching." -- 20
"The attitude and personality of the AV man discourages the use of his material." -- 11
"First of all, we do not have an AV man, only a materials center librarian or clerk, so that is our major problem." -- 23
"He controls the budget, i.e., buys language materials whether they will be used or not. His philosophy is different than the philosophy of our English department." -- 22
"There is too much red tape." -- 17
"He doesn't have enough help." -- 7
"Lack of money to get the right equipment or films." -- 23
"The films in our District Film Library are out-of-date and useless to the English teacher." -- 16
"It's too involved and it takes too long to preview materials and I don't have the time or patience." -- 8
"We are extremely limited in storage or work space, either for the AV man or for any English teacher who wants to use the facilities." -- 7
"It takes too long to get our equipment repaired." -- 18
"There are not enough machines or equipment readily available." -- 12
"Our AV man is unwilling to find the time or the means to produce materials for the English teacher. I think he is lazy." -- 6
"Nothing we order is ever ordered." -- 4
"He orders materials for the English Department without ever asking us for any recommendations. Consequently, the materials he gets are either old or useless." -- 19
"Everybody has to share too little equipment and nobody can ever count on having anything available at any time." -- 7
"Our AV man covets his equipment and his materials. He doesn't like anyone to take anything from his room." -- 7
"Not enough materials are available for the English classes." -- 23
"He doesn't keep up to date on either machines or materials." -- 12
"He is badly in need of more training." -- 24
"He's awfully hard to find--a very busy man." -- 8
"Our biggest problem is that of ligistics--getting material or equipment to our classrooms." -- 7

"Our AV man is not really trained for his job. He's really a librarian (or biology teacher or geography teacher, etc.) and he tries hard, but he doesn't really know what he's doing." -- 12
"The biggest problem I face is my own lack of experience in using AV facilities easily or intelligently." -- 4

2. How helpful is your AV man in assisting you to create materials for your English class?
"Extremely helpful, cooperative." -- 59
"Not helpful." -- 26
"He is as helpful as the equipment and budget allow him to be." -- 6
"I have never worked directly with him." -- 9
"He could be helpful if we had time to work together." -- 13
"I have never found out whether he would be available for this." -- 3
"I don't even know who our AV man is." -- 13
"He can't find the time to help us. He teaches a full-load so there's no time for helping anybody." -- 9
"He will help when he's asked." -- 5
"We're strictly on our own." -- 4
"No, he refuses to help create any materials for any teacher." -- 4
"No AV man." -- 14
"He taught an AV course for all the teachers here, and I couldn't take it." -- 5
"He refuses to take any initiative in suggesting or preparing materials." -- 3
"He just came to our school--we had no AV man before--so it wouldn't be fair to judge him." -- 7
BUT NOTE THIS ONE LONELY COMMENT
"That question is really funny--is there some place where the AV man really does this?"

3. How well acquainted are you with the AV facilities in your school?
"I am not acquainted with the AV facilities." -- 11
"I'm not very well acquainted with the AV facilities." -- 61
("Not well acquainted at all. I would like to use the facilities more, but I really don't know how to prepare anything."
"The only possible answer here is not well enough. I have the non-mechanical aptitude that prevents me from learning anything about machines."
"We have many of the necessary machines, but we need someone to assist us in preparing materials and in using the equipment effectively."
"Only moderately, but I have found them awkward to use in class, and therefore, I do not use anything other than commercial films and the phonograph so that my ignorance is my own fault.")
"I am more acquainted with the facilities than the average teacher. I know what we have and I try to use the facilities." -- 48
("I feel certain that I am not acquainted with all the equipment, but I use enough to realize that there are other materials available, and that I need more time to produce materials for my classes."
"I am well acquainted with the few pieces of equipment we have, but sadly unfamiliar with most AV equipment that is currently available on the market.")
"Extremely well--I use them very often." -- 38

"I am familiar with all our equipment and facilities which are meager indeed." -- 19
("It isn't difficult to be well acquainted when all we have is a projector and a tape recorder--a slight exaggeration.")
"I was never introduced to our AV man," or "I had to seek him out myself," or "We are not allowed in the AV room." -- 5
("When the AV door is unlocked, I force entrance.")
BUT NOTE THESE COMMENTS
"Too well." -- 4
("Ignorance, in this case, would be bliss. We have two 16mm projectors, one of which must be re-wound manually, two tape recorders (both over ten years old), one overhead projector (which is equally ancient), etc. etc.; with such facilities, acquaintance engenders frustration."
"Sometimes I feel I'm too well acquainted with the problems and not well enough acquainted with the pleasures.")
BUT NOTE THE FOLLOWING DISMAL COMMENT
"Well enough to know that use of the AV facilities is not worth the bother and the perseverance involved."

4. What kind of non-print media materials (tapes, transparencies, films, slides, bulletin boards, etc.) have you prepared for your English classes in the last 2 years? How frequently do you prepare such materials for your English classes?

None--16
Bulletin Boards -- 118
(Often prepared--59; seldom prepared--9; rarely prepared--6)
Tape Recordings -- 87
(Often--24; seldom--14; rarely--17)
Transparencies -- 72
(Often--25; seldom--7; rarely--11)
Slides -- 20
(Often--5; seldom--2; rarely--6)
Motion Pictures -- 12
(Often--2; seldom--3; rarely--2)
Slide-Tape Presentations -- 13
(Often--2; seldom--2; rarely--4)
Still Pictures -- 5
(Often--0; seldom--0; rarely--2)
Opaque Projector Materials -- 4
(Often--0; seldom--1; rarely--0)
Video-Tape -- 3
(Often--0; seldom--1; rarely--1)
Charts and Posters -- 3

NOTE THE FOLLOWING COMMENTS
"Most of the time, I use commercially prepared materials." -- 17
"About once a year I prepare something when I am particularly eager." -- 3
"I do not create AV materials regularly but only when I feel inspired." -- 4
"None--who has the time? If English teachers had only three classes, perhaps we could do some of this AV business." -- 4
"I have not produced them as extensively as I will this year. I have finally bought some materials of my own to use." -- 3

5. What do you believe is the place of non-print media in English classes, today and tomorrow?

"Extensive" or "Essential" or "Unlimited." -- 64

"The newness of media could help students understand things better, especially after the usual boring English class." -- 32

"They could be used to support ideas in the English class." -- 26

"As background material, non-print media could be helpful." -- 26

"Media have only limited value in the English class." -- 5

"I haven't got the time to bother with them." -- 10

NOTE THESE THREE ENTHUSIASTIC COMMENTS

"I believe it is much more important in today's world to produce visual literacy than reading literacy."

"I believe McLuhan's answer is most relevant. We must use signs and symbols since our students do not just read but they react to sights and sounds also."

"Of increasing importance. Creativity must be stressed in English classroom, and technology must be used as the tool to spark that creativity. Too many teachers still consider media as "new-fangled gadgets', and these teachers go on their merry way doing a lot of 'teaching' while the students are doing very little 'learning'."

BUT NOTE THESE WARNINGS ABOUT MEDIA

"Media will probably be used extensively. Whether this in its entirety is good or not, I'm not prepared to say. I believe the best way to teach is the teacher in direct contact with the students. AV materials may help to relieve some monotony, but I think some teachers will use them too much. If they are used to reinforce the actual teaching, then they'll be all right."

"I believe they can be valuable teaching tools for those who are inclined in that direction. I would not like to have them forced on me, although I do admire teachers who can use them successfully."

"I feel it's very important to use media, but teachers will need prodding to learn what can be done with media."

"I think media will be used extensively, but I also believe this will happen only when each classroom has the proper media equipment. In too many schools teachers who use media have to schedule equipment too far in advance."

"Teachers are obligated to search for improved instructional media. I have found media of great value in my classroom. Some teachers, however, use AV to fill time or entertain only, and I feel strongly that AV must be part of a carefully planned teaching approach. Until teachers have the time to investigate AV more fully and until better training is offered teachers, effective use of AV cannot be made. Also, more money must be found to purchase equipment, materials, and good commercial media. I am realistic enough to know that time and money will not be available tomorrow, but until we have time, training, money, materials, and equipment, AV will never reach its potential use in the English classroom."

"I think media should be used in moderation. Students tire of too many films, recordings, slides, transparencies, etc., as they do everything else. I believe that it is often easier to keep their attention with the spoken word, though not always."

"I feel there is a definite place for media, but I sometimes feel that too much emphasis is placed on devices instead of personal projection of the teacher's personality and ability to communicate ideas

to his students. I object to cartoons for high school students. I feel they need to face facts, not have those facts 'dressed up' to get an idea across."

AND ESPECIALLY NOTE THESE RESERVATIONS ABOUT MEDIA

"I believe media have a place, but hardly an essential place as far as the teaching of English is concerned."

"Undoubtedly, media will receive greater use, but so far little has been developed commercially that meets the abilities of good, college-bound juniors or seniors."

"I think media are assuming even greater importance (films, especially). I am concerned that some teachers are forgetting the need to teach reading and writing in their enthusiasm for teaching the listening aspects of English."

"In the highly academic courses, media has limited value, but in slower groups they could be quite helpful."

"Not very important. The English language, in its higher usages, is largely abstract, and I do not feel media would help there."

IMPLICATIONS FROM THE SURVEY: As the reader reviews the comments and data above, he will note that media have come to Arizona English classrooms, albeit not as much as might be wished. Although diverse media equipment and materials appropriate for some use in the English classroom have been with us for some years, neither equipment nor materials apparently get the use they deserve. This survey, as has been pointed out, is open to attack on several grounds--the method of distribution was likely to create a bias in favor of media, the sample taken was judgmental and not random, and the majority of teachers polled came from large schools where one would normally assume that more money was available for use in purchasing media equipment and materials. Nonetheless, with all the necessary and obvious reservations, some tentative conclusions may be drawn from this survey.

(1) Less than one-fourth of the English teachers responding had taken an Audio-Visual course as an undergraduate, and most of those who had taken an AV course regarded it as providing limited to some help.

(2) More English teachers had taken an Audio-Visual course as a graduate student, though not yet a sizable number (only 29%), and most of those taking such a course rated it from some value to great value. Presumably, the fact that these teachers had taught for awhile before they took the AV course made the course more applicable to their teaching.

(3) Asked to indicate need for help or training in various phases of AV instruction, English teachers seemed most interested in (1) getting information about new AV equipment and materials, and (2) producing media materials for their classes.

(4) Asked to indicate agreement (or disagreement) with some statements often heard about the use of media, these English teachers seemed to agree most with the following: (1) "I do not have enough time to preview commercially prepared media materials"; (2) "I do not have enough time to prepare AV materials for my English classes"; (3) "I hope to use more media materials in my English teaching during the coming school year"; and six statements complimenting the AV man in their schools for "being well qualified to create media materials for English classes", "establishing a good working relationship with the English department", "being willing to show his AV facilities to any interested English teacher", "being willing to help English teachers produce media materials", "being up-to-date on ideas about media and media equipment", and "allowing English teachers to use media facilities without any objections."

(5) English teachers disagreed most with the following: (1) "I find it difficult to bring AV materials into my planning for my English classes"; (2) "My English classrooms are not set up to use AV materials"; (3) "I feel the AV equipment is much too difficult to operate"; (4) "I feel much of our AV equipment is dated or obsolete"; (5) "AV materials are too expensive for the results they give in the English class."

(6) Asked to indicate the extent to which they presently use media for various instructional purposes, these English teachers seemed more likely to agree that they often used media as enrichment or supplemental materials, as a means of presenting new material, or as providing general background for units. These teachers indicated that they seldom or never used media as a means of individualizing instruction or as a means of recording student activities for later use or evaluation.

(7) Asked to indicate the availability of a number of instructional AV tools in their schools, these English teachers noted that the only tool in nearly every classroom was the bulletin board. Other tools listed as generally available were the phonograph, tape recorder, slide projector, filmstrip projector, overhead projector, 16mm motion picture projector, equipment to make black-and-white transparencies, and typewriters (excluding primary typewriters). An impressive list of equipment apparently rarely found in Arizona schools can be found several pages back.

(8) Asked to indicate the extent to which these instructional AV tools are presently being used in their classes, these English teachers indicated only two tools that were used frequently--the typewriter (excluding the primary typewriter) and the bulletin board. Tools used less often included the phonograph, tape recorder, filmstrip projector, overhead projector, and the 16mm motion picture projector. Again, the list of rarely or never used equipment may be found earlier in this article.

(9) Asked to indicate the extent to which certain tools were being used presently to produce teaching materials for classes, these teachers indicated that only one tool was so used--the ubiquitous bulletin board--while only one other tool was being thus used--the tape recorder.

(10) Asked to indicate the extent to which they would like to learn more about the production and use of materials for certain AV tools, these English teachers indicated that they would (oddly enough) generally like to learn more about equipment they were already using--the tape recorder, slide projector, overhead projector, equipment to make black-and-white transparencies, and the 16mm motion picture projector. Other tools (noticeably less widely used in Arizona) for which interest was mentioned included closed-circuit TV, video-tape equipment, equipment to make color-lift transparencies, equipment to make Diazo transparencies, and equipment to laminate pictures. One curious note--that ubiquitous and much used tool, the bulletin board, was prominently listed as a tool deserving more instruction, why I know not.

(11) Clearly, English teachers in this survey are generally convinced of the value of media for the English class. While a few English teachers filed a minority report disputing the worth of media, the mass of complaints came from English teachers impressed with the potential of media, but also bothered by many problems that come with the use of media--the lack of training of English teachers in using media, the lack of training of English teachers for producing home-made media materials aimed at a specific English class, the lack of time to get the training or the lack of time to produce materials (even if the English teacher knew how), the limited budgets which led to little equipment and little commercial material available and few raw materials for production, the lack of an AV

man in each school or the lack of a well-trained AV man with adequate time and funds to help the English teacher, the antiquated system for ordering films or any media materials, and the general lack of good commercially prepared media materials of any value to any English class.

(12) Though no other state or national survey of the use (or non-use) of media for the English class has been attempted as far as I know, Arizona English teachers have little to be concerned about in their attitudes toward and uses of media. Media is obviously here to stay as an adjunct to the teacher, not as a replacement. If these English teachers use media less often than they might like and if they use media in only limited ways, the explanation is obvious--time. English teachers have always complained about the lack of time--to grade papers, to read, to prepare for classes, etc. Good English teachers have complained about the lack of time, but they have always been able to accept the problem and then work around it. Media is just one more vital approach to teaching English that demands time. The good English teachers will find the time to use media, and the poor English teachers will find better and better excuses to avoid using media.